

WASHTENAW COMMUNITY COLLEGE
 COURSE-SYLLABUS APPROVAL FORM (CSAF)

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

1. **Course:** (Enter proposed discipline, number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)
 Discipline/No: BMG 272 Title: Problem Solving

Division Code: BMG BUS Department Code: BMG Effective Term: Winter 1999

2. **Type of Approval:** (applies to both new courses and changes)
 Full Approval
 Conditional Approval
 This proposal previously received conditional approval for the Term: _____

3. **Reason for Submission:** This Course is being submitted for: (check all that apply)
 New Course Approval (Skip the rest of Section I and go directly to Section II.)
 Five-year Syllabus Review No changes to course
 Major Change(s)
 Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)
 Reactivation of Inactive Course
 Inactivation (Submit Sections I and II only.)

4. **Change Information:** (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

Minor Changes
 Course Discipline/Number (was _____)
 Course Title (was _____)
 Course Description
 Capacity (was: _____)
 Pre or Corequisites
 Course Objectives (minor changes)
 Distribution of Contact Hours (contact hours were: lect: _____ lab _____ clin _____ exp _____)
 Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning & the Section Handout.)
 Other _____

Major Changes (Major changes will be reviewed by Curriculum Committee.)
 Credit hours (credits were: .5)
 Core Elements: (Elements to be added: 9)
 (Elements to be removed: _____)
 Grading
 Course Objectives (major changes)
 Total Contact Hours (total contact hours were: 7.5)
 Honors (Attach Honors Section Approval Form.)
 Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.)
 Other _____

5. **Rationale for changes:**
 This course has not run due to low/no enrollment. A company wants to offer it on site for more that 7.5 hours. Upon reviewing course objectives, we discovered we inadvertently under evaluated contact/credit hours.

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. **Department Review** (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)

Will significant new resources be required? yes no (If yes, explain _____)
 Have departments that may be affected by this course been consulted? yes no (Explain _____)
 Does the department support approval of this course? yes no

Print: Colette Young Faculty/Preparer Signature: [Signature] Date: 12/7/98
 Print: Cheryl Gracie Department Chair Signature: [Signature] Date: 12/7/98

2. **Division Review** (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)

Will significant new resources be required? yes no (If yes, have they been secured? yes no)
 Is this a curricular priority for your division? yes no (Comment _____)
 What is your estimate of projected enrollment? _____

Recommendation Yes No
 Division Dean's Signature: [Signature] Date: 12/7/98

3. **Curriculum Committee Review** (Attach additional comments if necessary.)

Recommendation Yes No
 Curriculum Committee Chair's Signature: [Signature] Date: 12/15/98

4. **Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)

Approval Yes No
 Vice President's Signature: [Signature] Date: 12/7/98

Data File 12/21/98 ACS Code 121 Catalog File Date 12/21/98 CIF File Date _____
 Core Elements Approved Add #9 New Syllabus Date 12/7/98

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

SECTION III. COURSE SYLLABUS

For help screens, select a field and press F1.

A. COURSE DETAILS (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: <u>BMG 272</u>		2. Course Title: <u>Problem Solving</u>	
3. Course Description: This course examines problem-solving techniques and methods used in today's work place. Students will gain experience in using both critical and creative thinking approaches to problem-solving in both individual and team settings.			
4. Credit Hours: <u>2</u> If Variable credit, Give Range: _____ to _____ If repeatable for credit, how many times? _____		5. Class Capacity: <u>30</u> (If nonstandard, attach Class Capacity Exception form.)	
6. Course Options: <input type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input type="checkbox"/> P/NP Grading (Attach rationale.)		7. Contact Hours per Semester in: Lecture: <u>30</u> Lab: _____ Clinical: _____ Experiential: _____ Total Contact Hrs: <u>30</u>	
8. Prerequisite(s): <u>none</u>		9. Corequisite(s): (limit to 2) <u>none</u>	
10. a. Course Purpose: <input checked="" type="checkbox"/> Program Specialty <input type="checkbox"/> Program Support <input type="checkbox"/> Nonprogram Specialty <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Basic Skills		b. Is this course a requirement for a program? <input type="checkbox"/> Yes (specify the program(s) below) _____ _____ <input checked="" type="checkbox"/> No	
c. Indicate schools to which you want Curriculum Services to send syllabus: (If transfer is approved, attach documentation.) <input type="checkbox"/> EMU <input type="checkbox"/> UM <input type="checkbox"/> Other _____			

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics that naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

1. The Nature and Importance of Problem-Solving in Today's Workplace
2. The Process of Solving Problems
3. Creative Problem-Solving
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

C. CORE ELEMENT INFORMATION

1. Core Element Submission Information: (Please check all that apply)

- This course has been previously approved for core elements. List **previously** approved core elements: _____
- Please review this course for core elements marked in part 2 below. (Mark only core elements being added or those needing review because of proposed major changes to the course.)
- This course does not meet any core elements. Explain **Micro** course for specialty purpose.

2. Proposed Core Element(s): (Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- | | |
|---|--|
| <input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner. | <input type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities |
| <input type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications. | <input type="checkbox"/> 15. To understand the basic principles of scientific inquiry. |
| <input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using Standard English. | <input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness. |
| <input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra. | <input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment. |
| <input type="checkbox"/> 5. To represent and solve problems using mathematical techniques. | <input type="checkbox"/> 18. To understand the basic principles and applications of technology. |
| <input type="checkbox"/> 6. To interpret elementary descriptive statistics. | <input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems. |
| <input type="checkbox"/> 7. To comprehend and use concepts and ideas. | <input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment. |
| <input type="checkbox"/> 8. To develop, express, test, and evaluate ideas. | <input type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior. |
| <input checked="" type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner. | <input type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society. |
| <input type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning. | <input type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions. |
| <input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives. | <input type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions. |
| <input type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations. | |
| <input type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and communication. | |

DIRECTIONS: Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:

- If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.

Other course(s) required _____

Dean's Comments:
Curriculum Committee's Comments:
Vice President's Comments: OK # 9 [Signature]

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED

DIRECTIONS: (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.

Unit Objectives

Core Elements

Unit #1 The Nature and Importance of Problem-Solving in Today's Workplace

- | | | |
|-----|---|---|
| # 1 | Students will discuss the need for all employees (not just management) to become skilled at problem-solving and decision-making. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 2 | Students will identify ways in which improved skills in problem-solving and decision-making will improve their performance at work and in their personal lives. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 3 | Students will identify the benefits and problems of various styles of decision-making and establish a procedure for selecting an appropriate style. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 4 | Students will assess the appropriateness of individual vs. participative decision process to improve the quality of problem-solving and decision processes. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 5 | Students will distinguish the difference between critical thinking processes and creative processes and how each are used in problem-solving and decision-making. | <input style="width: 60px; height: 30px;" type="text"/> |

Unit #2 The Process of Solving Problems

- | | | |
|-----|--|--|
| # 1 | Students will identify the steps involved in analytical, decision-making techniques (define the problem-opportunity, generate alternative solutions, evaluate and select an alternative, implement and follow-up on the solution). | <input style="width: 60px; height: 30px; border: 1px solid black;" type="text" value="9"/> |
| # 2 | Students will examine what is involved in the identification and analysis of problems/opportunities. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 3 | Students will discuss the value of the initial identification, definition and analysis of problems/opportunities and the need to gain an understanding of a problem/opportunities before deciding on a solution. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 4 | Students will examine how problems/opportunities at work are diagnosed. | <input style="width: 60px; height: 30px;" type="text"/> |
| # 5 | Students will describe the need for review and follow-up of implementations. | <input style="width: 60px; height: 30px;" type="text"/> |

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

- # 6 Students will practice diagnosing, generating alternative solutions, evaluating and selecting an alternative to problems/opportunities they are likely to encounter in the work place. 9
- # 7 Students will plan an implementation, (including review and follow-up procedures) to problems/opportunities they are likely to encounter in the work place.

Unit Objectives

Core Elements

Unit #3 Creative Problem-Solving

- # 1 Students will compare creative thinking processes to critical thinking processes particularly as they pertain to modern problems encountered in the work place.
- # 2 Students will identify creative (as opposed to critical) thinking processes and the relative advantages of each in solving particular problems they are likely to encounter in the work place.
- # 3 Students will examine the various constraints and conceptual blocks which inhibit creative thinking processes and what can be done to reduce or eliminate them.
- # 4 Students will assess their potential for creative thinking and identify areas that could be improved.
- # 5 Students will practice problem-solving techniques that have been designed to enhance creative thinking processes that foster innovation and new solutions to both old and new problems that occur frequently in the work place. 9

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

E. INSTRUCTIONAL METHODS AND EVALUATION

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

- Lecture/Discussion _____ Field Trips _____
- Clinical Instruction _____ Team Assignments _____
- Self-Paced Learning _____ Telecourse _____
- Internet Instruction _____ Video Seminar _____
- Computer Simulations _____ Laboratory Assignments _____
- On-Site Work Experience _____ Interactive TV _____
- Other _____

2. Evaluation Criteria:

- Attendance _____ Quizzes _____
- Class Discussion _____ Tests _____
- Papers _____ Midterm _____
- Portfolio _____ Final Exam _____
- Projects _____ Home Work _____
- Reports _____ Presentations _____
- Clinical/Work _____ Performances _____
- Other _____

3. Attendance Requirements: (For Certification or nonevaluative purposes.)

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

- Lab equipment _____ Testing Center _____
- LRC Reserves _____ Student Competitions _____
- Computers _____ Off-Campus Sites _____
- CD ROM _____ Student Tutors _____
- Field Trips _____ Distance Learning Classroom _____
- Other _____

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

2. Texts: (Please indicate if no text is required.)

Title: _____
Author: _____ Copyright Yr: _____
Publisher: _____ Est. Cost: _____

Title: _____
Author: _____ Copyright Yr: _____
Publisher: _____ Est. Cost: _____

Title: _____
Author: _____ Copyright Yr: _____
Publisher: _____ Est. Cost: _____

Title: _____
Author: _____ Copyright Yr: _____
Publisher: _____ Est. Cost: _____

Title: _____
Author: _____ Copyright Yr: _____
Publisher: _____ Est. Cost: _____

Other Texts: _____

3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:

(e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions	Cost Estimates
_____	_____
_____	_____
_____	_____

4. Reference Materials Students Will Use:

(e.g. journals, books, manuals, maps, LRC reserves, etc.)

5. Audio/Visual and Computer Materials Students Will Use:

(e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____